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ABSTRACT

These task analyses are designed to be used in combination with the "Business Education Service Area Resource" in order to implement competency-based education in the office supervision and management program in Virginia. The task analysis document contains the task inventory, suggested task sequence lists, and content outlines for the specific courses in office supervision and management. Section 1 of this publication contains a validated task inventory. For each task, applicable information pertaining to performance and enabling objectives, criterion-referenced measures, and suggested instructional activities and aids is provided. Section 2 provides descriptions of the business education program and program options for office management and supervision. Included with each course description is a task sequence list, which provides a suggested order of the task inventory for actual instruction, and course content outlines. The instructional topics within the outlines have been cross-referenced with the corresponding task/competency codes from the task inventory in section 1. Also included in the guide is a reference list of seven pages. (KC)

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Office Supervision and Management:

Task Analyses

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CBE
COMPETENCY-BASED EDUCATION

GUIDE APPLICATION

This instructional resource guide is based on the following Dictionary of Occupational Titles (DOT) job titles contained in the occupational domain of clerical workers:

DOT Job Title	DOT Code
Administrative Assistant	169.167-014
Audit Clerks Supervisor	210.132-010
Computer Operations Supervisor	213.132-010
Credit Card Operations Manager	186.167-022
Office Manager	169.167-034
Personnel Clerks Supervisor	209.132-010
Typing Section Chief	203.137-014
Word Processing Supervisor	203.137-010

Therefore, the guide is useful in developing and selecting instructional materials and in implementing competency-based education for the following programs and course:

Program	CIP Code
Accounting and Computing Occupations	07.0101
Business Data Processing Occupations	07.0301
Secretarial, Word Processing, and Administrative Support Occupations	07.0601
General Office and Administrative Support Occupations	07.0701

Course	VA Course Code
Office Supervision and Management	6430

OFFICE SUPERVISION AND MANAGEMENT:

TASK ANALYSES

B. June Schmidt

Editor and Project Director

These task analyses were developed for the Virginia Department of Education, Divisions of Vocational and Adult Education, under the provisions of a Project Grant VA-82-C-132-AD-001 awarded to Virginia Polytechnic Institute and State University.

FOREWORD

In the next decade, businesses and industries in Virginia will require large numbers of skilled workers. Therefore, vocational education at the secondary and postsecondary levels will have the responsibility of preparing individuals for a variety of occupations.

Competency-based education (CBE) provides the preparation students need for entry into the Virginia work force. The CBE practice of recording competencies developed by students helps them to make a smooth transition between secondary and postsecondary programs when both levels of education are required for career training. In addition, CBE is effective in retraining workers who have been displaced because of changing technology.

This guide will assist teachers and administrators in developing instructional materials that meet the needs of students and industry and comply with the Virginia CBE standards for vocational and adult education.

S. John Davis
Superintendent of Public Instruction

Melvin H. Garner
Administrative Director
Vocational and Adult Education

ACKNOWLEDGMENTS

This task analyses guide is the result of a coordinated effort on the part of the project director, Dr. B. June Schmidt, Virginia Polynechnic Institute and State University, and the project staff. Special recognition goes to Susan B. Wamsley, Editorial Assistant, for her willingness to use the variety of capabilities she possesses to complete the original manuscript.

The development of this guide involved the time, effort, and talents of Nancy Johnston, Office Supervision and Management teacher at W. T. Woodson High School, Fairfax County. She deserves recognition for reviewing the material and for field testing it with her students.

Appreciation is expressed to Melvin Campbell, Business Education Supervisor, Virginia Department of Education, and to Beverly Dopler, Business Education Specialist, Fairfax County, for their assistance in reviewing the guide.

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INTRODUCTION

This task analyses guide is designed to be used in combination with the Business Education Service Area Resource in order to implement competency-based education in the course, Office Supervision and Management. The service area resource contains information that pertains to all programs within the Business Education area; the sections of that publication are entitled Occupational Information, Student Organization (FBLA), Classroom Management Systems, and Recording Systems. This task analyses guide contains the task inventory, suggested task sequence list and content outline for the specific course in Office Supervision and Management. Detailed instructions for combined use of these two publications are contained within the service area resource.

Using the Task Analyses

Section 1 of the task analyses guide contains a validated task inventory for Office Supervision and Management. For each task, applicable information pertaining to performance and enabling objectives, criterion-referenced measures. and suggested instructional activities and aids is provided. In this section, tasks are arranged by worker duty areas only, and no attempt has been made to sequence tasks in instructional order

Section 2 provides a description of the Business Education programs and program options which incorporate Office Supervision and Management. This is followed by a description of the course, a task sequence list which provides a suggested order of the task inventory for actual course instruction, and a course content outline. The instructional topics within the course content

outline have been cross-referenced with corresponding task/competency codes from the task inventory in Section 1.

It is suggested that the Section 2 task sequence list and course content outline be reviewed initially in order that any desired changes in sequencing of instruction be made. Once the sequencing is confirmed, instructional planning and implementation may proceed through referral to the Section 1 task/competency sheet noted beside each instructional topic within the outline.

SECTION 1.

TASK INVENTORY

One of the major characteristics of competency-based education (CBE) is that the course content is based upon actual jobs or tasks performed by the worker. In Virginia, the Department of Education has established standards for competency-based education. According to these standards, competencies must be role-relevant and based upon appropriate research. This standard states:

> Role-relevant competencies are identified and stated.
>
> The competencies with standards will be identified through V-TECS, IDECC, and other appropriate research. Advisory committees should be used to review competencies and standards. Competencies in the affective domain will be included. Role-relevant competencies for occupational preparation programs are those that specifically relate to the occupation for which the student is being prepared, as well as to the personal needs of the student. Role-relevant competencies are related also to orientation, exploration, and/or industrial arts experiences which have been identified for students.

Therefore, role-relevant jobs or tasks, called competencies in CBE, must be identified and validated before instructional materials are developed and subsequent instruction takes place. The task list in this task analyses guide is based on the following:

1. Job titles and descriptions found in the Occupational Outlook Handbook and the Dictionary of Occupational Titles
2. Input from business education supervisors and experienced business teachers
3. Competency-Based Course Outlines for Business and Office Education, Specialized Occupational Offerings, the Virginia Department of Education, in print.

Information collected and reviewed from these sources was used to develop an initial task list. The next step involved in preparing the final task inventory was validation of the task list. Validation is essential

if the information collected is to be useful in operating CBE courses and programs. The validation process involved members of professional business organizations and instructors of office management in community colleges and four-year institutions. This process was used to determine content appropriate for the Office Supervision and Management course at the secondary level. The validators indicated degree of importance of each task, based on a description of the course and level at which it is taught. Therefore, Office Supervision and Management instruction can logically be based on the validated task inventory included in this guide.

The task inventory sheets are arranged by duty areas for the specific occupational domain covered by the guide. Information contained on each sheet is as follows:

1. The task/competency for a given duty area which is performed by incumbent workers
2. Program and course application information
3. Performance and enabling objectives for instructional materials development
4. Criterion-referenced measures or test items used to determine successful attainment of the task/competency by the student
5. Instructional activities and steps required for teaching the task/competency
6. Tools, equipment, and materials/supplies required to provide necessary instruction
7. References and audiovisual materials helpful in teaching the task/competency.

TASK INVENTORY
FOR

OFFICE SUPERVISION AND MANAGEMENT

DUTY AREAS

1. Developing Planning Skills
2. Developing Organizational Skills
3. Developing Staffing Skills
4. Developing Directing Skills
5. Developing Controlling Skills
6. Developing Job Seeking Skills
7. Developing Personal Employability Skills

DUTY AREA

1. DEVELOPING PLANNING SKILLS

TASKS/COMPETENCIES

1.1 Explain the role of and need for forecasting

1.2 Identify specific management objectives and develop a plan for meeting those objectives for a given situation

1.3 Use problem-solving steps to reach solutions to office management problems

1.4 Explain the impact of changing technology on the office worker

Application

DUTY AREA

1. DEVELOPING PLANNING SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

1.1 Explain the role and need for forecasting

COURSE

Office Supervision and Management (6430)

1.1

PERFORMANCE OBJECTIVE

P1.1 Given appropriate source material, write a short paper of 150 to 200 words that identifies the role of and need for forecasting in office management. Paper must follow instructor-prepared specifications on content and format.

SELECTED ENABLING OBJECTIVES

E1.1.1 Identify elements involved in the role of forecasting:
- Technological projections
- Employees needed
- State of economy
- Changes in population and trends which influence business.

E1.1.2 Identify need for forecasting:
- To aid in incorporating change when needed
- To establish direction that department or organization should take in the future
- To aid in implementing plans for moving in established direction
- To give indication of personnel and equipment which will be needed.

E1.1.3 Incorporate facts in paper.

CRITERION-REFERENCED MEASURE

C1.1 Write a 150- to 200-word paper that identifies the role of and need for forecasting in office management, and follows instructor-prepared specifications on content and format.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss with students the definition of forecasting and its importance (E1.1.1, E1.1.2).

2. Show film Freedom 2000 and discuss contents with students (E1.1.1-E1.1.3).

3. Have students select a new office product, such as electronic mail, and obtain numerical data to forecast whether that product will be successful (E1.1.1-E1.1.3).

4. Discuss the effects of the business cycle on the economy and how that affects forecasting (E1.1.1).

5. Have students summarize current newspaper and magazine articles dealing with forecasting (E1.1.1, E1.1.2).

SELECTED TOOLS AND MATERIALS

Economic indicators from business sections of newspapers
Instructor-prepared format and content specifications

SELECTED AUDIOVISUAL MATERIALS

Film: Freedom 2000. Information Resources You Can Use, Chamber of Commerce of the United States.

SELECTED REFERENCES

Economics of Our Free Enterprise System. Brown and Warner.
Introduction to Management Practice. Burke and Bittel.
Supervision: Concepts and Practices of Management. 2nd edition, Haimann and Hilgert.
"The Decade Ahead." The Word Processing Magazine, February 15, 1981.
Using Census Data in Small Plant Marketing. SBA Management Aid No. 4.002.

Application

DUTY AREA

1. DEVELOPING PLANNING SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

1.2 Identify specific management objectives and develop a plan for meeting those objectives

COURSE

Office Supervision and Management (6430)

1.2

PERFORMANCE OBJECTIVE

P1.2 Given a case study for an office with low productivity and a list of common management objectives, establish two specific management objectives for improving the productivity of the office and develop a plan so that the objectives will be met. Plan must follow instructor-prepared guidelines.

SELECTED ENABLING OBJECTIVES

E1.2.1 Identify office situations such as the following that can adversely affect productivity:
- Office operations not centrally controlled
- Procedures for processing information not clearly established
- Employee participation in decision-making process ignored
- Inadequate plans for meeting future needs.

E1.2.2 Determine two objectives that will increase productivity.

E1.2.3 Identify objectives appropriate for individuals or departments within the office.

E1.2.4 Determine procedures that must be followed to achieve the objectives.

E1.2.5 Establish guidelines for implementing the procedures.

CRITERION-REFERENCED MEASURE

C1.2 List two specific management objectives for increasing office productivity in a given office and develop a plan for meeting the objectives which follows instructor-provided guidelines.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show film Increasing Productivity or The Time Game: How Managers Use Their Time and discuss content of film with students (E1.2.1-E1.2.5).
2. Have students compare Japanese management style with that style historically used in the United States (E1.2.1-E1.2.5).
3. Give students a list of objectives and have them indicate whether they are measurable (E1.2.3-E1.2.5).
4. Have students select an enterprising project for FBLA, identify the objectives, and follow through all the steps of the planning process to meet those objectives (E1.2.1-E1.2.5).
5. Have students prepare a budget for FBLA for the coming year and discuss its use as a planning tool (E1.2.1-E1.2.5).
6. Have students select a firm and interview the firm's manager to gather information on establishing goals, objectives, and strategies for accomplishing those objectives (E1.2.1-E1.2.5).

SELECTED TOOLS AND MATERIALS

Instructor-prepared list of objectives
Instructor-prepared guidelines for plan of implementation

SELECTED AUDIOVISUAL MATERIALS

Film: Increasing Productivity. National Education Media, Inc.
Film: The Time Game: How Managers Use Their Time. National Education Media, Inc.

SELECTED REFERENCES

"Getting Back to Basics on Productivity." Administrative Management, November, 1981.
"How the Japanese Manage in the U.S." Fortune, June 15, 1981.
"Productivity." Tomorrow's Business Leader, January, 1982.
Shenandoah Management Games for Business. Bittel.
Supervision: Concepts and Practices of Management. 2nd edition, Haimann and Hilgert.
Supervisory Skills in Marketing. Crawford and Dorr.

Application

DUTY AREA

1. DEVELOPING PLANNING SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

1.3 Use problem-solving steps to reach solutions to office management problems

COURSE

Office Supervision and Management (6430)

1.3

PERFORMANCE OBJECTIVE

P1.3 Given two office management problems, such as an employee conflict over coffee breaks or inadequate customer service on billing errors, use problem-solving steps to reach solutions to the problems. Solutions must contain factors listed on instructor-prepared checksheet.

SELECTED ENABLING OBJECTIVES

E1.3.1 Define the problem:
- State what appears to be the conflict.
- Identify underlying problem actually causing conflict.

E1.3.2 Analyze the problem:
- Assemble facts.
- Be fair and objective in gathering data.
- Identify intangible factors such as reputation, morale, discipline, and personal biases.

E1.3.3 Develop alternatives:
- Go beyond routine alternatives.
- Consider various solutions, including those developed through scientific study, cash-flow analysis, cost-benefit analysis, PERT chart development, and possibility estimates.

E1.3.4 Evaluate alternatives.
- Determine degree of risk in each action.
- Determine if the effort is economical.
- Identify possible combinations of alternatives.

E1.3.5 Select alternative.

CRITERION-REFERENCED MEASURE

C1.3 Use problem-solving steps to solve two office management problems. Solutions must contain factors listed on instructor-prepared checksheet.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Use transparencies to illustrate different methods of problem-solving, including scientific study, cash-flow analysis, cost-benefit analysis, PERT chart development, and probability estimates (E1.3.3).

2. Give students descriptions of planning/decision situations and have them indicate which of the above formal methods would be appropriate for each situation (E1.3.3).

3. Have students solve problems relating to probability and break-even point (E1.3.3).

4. Have students identify a problem at school or on their jobs and follow the steps in the problem-solving process to arrive at a solution to the problem (E1.3.1-E1.3.5).

5. Discuss "hunches" vs. problem solving (E1.3.1-E1.3.5).

SELECTED TOOLS AND MATERIALS

Instructor-prepared planning/decision situation descriptions
Instructor-prepared checksheet on solutions

SELECTED AUDIOVISUAL MATERIALS

Transparencies illustrating different methods of problem solving

SELECTED REFERENCES

Berwyn Ice Cream Company: A Management Simulation. Dostal.
"Can You Trust Your Hunches?" Administrative Management, October, 1981.
"How Intuitive Are You?" U.S. News and World Report, October, 1981.
Introduction to Management Practice. Burke and Bittel.
"New Trials in Test Marketing." New York Times, April 11, 1982.
Supervision: Concepts and Practices of Management. 2nd edition, Haimann and Hilgert.
Supervisory Skills in Marketing. Crawford and Dorr.

Application

DUTY AREA

1. DEVELOPING PLANNING SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

1.4 Identify the impact of changing technology on the office worker

COURSE

Office Supervision and Management (6430)

1.4

PERFORMANCE OBJECTIVE

P1.4 Given current articles on office technology, identify three effects changing technology has on the office worker. Identifications must be acceptable according to teacher-prepared checklist.

SELECTED ENABLING OBJECTIVES

E1.4.1 Identify current technological changes that affect the processing of information:
- Computers
- Word processing equipment
- Micrographics
- Telecommunications, including electronic mail
- Reprographic processes, such as laser printers.

E1.4.2 Identify impact changes may have on office workers:
- Workers wedded to machines
- Need for specialized skills to handle technology
- Impersonal atmosphere
- Less interaction with other workers.

CRITERION-REFERENCED MEASURE

C1.4.2 Identify three effects changing technology has on office workers, according to teacher-prepared checklist.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show a film about computers and discuss with students how changing technology affects office workers. List on chalkboard some problems that might occur with new technology (E1.4.2).
2. Take students on a field trip to a "paperless office" (E1.4.1, E1.4.2).
3. Have representatives from companies dealing with word processing or micrographics speak to the class on how their products can increase office productivity (E1.4.1).
4. Have students practice dictating letters on recorded media (E1.4.1).
5. Demonstrate word processing equipment and have students explore capabilities of the equipment (E1.4.1).
6. Demonstrate microcomputer capabilities and have students examine use of microcomputers as management tools (E1.4.1).
7. Have students who have completed or are enrolled in data processing make 50-minute presentations explaining flowcharting, programming, punched cards, and computers (E1.4.1).

SELECTED TOOLS AND MATERIALS

Transcribing machines
Word processors
Microcomputers

SELECTED AUDIOVISUAL MATERIALS

Film:	About Computers. Glen Fleck Inc.
Slide-Cassette:	Electronic Mail. Milady Publishing Co.
Film:	For Better or For Worse. Indiana University.
Film:	Hardware and Software. Indiana University.
Film:	Speaking the Language. Indiana University.

SELECTED REFERENCES

Administrative Management:
"Coping with the 'Work-at-Home' Force," August, 1981.
"Educating the Manager to Use New Office Technology," November, 1981.
"Overcoming Managers' Resistance to Office Innovations," October, 1981.
"A Step-by-Step Transition to New Office Technology," April, 1982.
"Telecommunications: Where It is and Where It's Going," September, 1980.
"The Technology Cafeteria," January, 1983.
Creative Supervision. Gillespie.
How to Dictate. Schrag.
Introduction to Business Organization and Management. Lerner.

DUTY AREA

2. DEVELOPING ORGANIZATIONAL SKILLS

TASKS/COMPETENCIES

2.1 Construct a simple line and staff organization chart

2.2 Explain authority relationships shown on an organizational chart

2.3 Explain effects of various management tools

Application

DUTY AREA

2. DEVELOPING ORGANIZATIONAL SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

2.1 Construct a simple line and staff organization chart

COURSE

Office Supervision and Management (6430)

2.1

PERFORMANCE OBJECTIVE

P2.1 Given necessary resources, construct a simple line and staff organization chart with positions appropriately placed on the chart. Chart must conform to instructor-prepared specifications.

SELECTED ENABLING OBJECTIVES

E2.1.1 Determine lines of authority within organization.

E2.1.2 Construct a chart indicating positions in appropriate order of command. For example:
- President
- Sales Manager, Production Superintendent, Controller, Administrative Services Manager
- Other employees.

E2.1.3 Draw lines from supervisors to their subordinates to show relationships within organization.

E2.1.4 Indicate whether positions are line positions (represented by solid lines on chart) or staff positions (represented by broken lines).

CRITERION-REFERENCED MEASURE

C2.1 Construct to the instructor's specifications a simple line and staff organization chart, with positions appropriately placed on the chart.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Use transparencies to illustrate a line and staff chart and discuss with class what relationships within an organization are represented by the chart (E2.1.1-E2.1.4).

2. Give students a prepared chart. Indicate changes in personnel through a word problem. Have students draw a revised chart (E2.1.1-E2.1.4).

3. Have each student bring in organization chart from place of employment or design one and explain the chart to the class (E2.1.1-E2.1.4).

4. Have students draw an organization chart for the school (E2.1.1-E2.1.4).

5. Show and discuss the FBLA organization chart (E2.1.1-E2.1.4).

SELECTED TOOLS AND MATERIALS

Organization chart
FBLA organization chart
Instructor-prepared specifications for organization charts

SELECTED AUDIOVISUAL MATERIALS

Transparencies illustrating a line and staff chart

SELECTED REFERENCES

Creative Supervision. Gillespie.
Introduction to Business Organization and Management. Lerner.
Introduction to Management Practice. Burke and Bittel.
Supervision: Concepts and Practices of Management. 2nd edition, Haimann and Hilgert.

Application

DUTY AREA

2. DEVELOPING ORGANIZATIONAL SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

2.2 Explain authority relationships shown on an organizational chart

COURSE

Office Supervision and Management (6430)

2.2

PERFORMANCE OBJECTIVE

P2.2 Given an organizational chart and appropriate information, identify authority relationships shown on the chart and explain them. Explanations must contain factors listed on instructor-provided checksheet.

SELECTED ENABLING OBJECTIVES

E2.2.1 Determine chain of command from highest to lowest order within organization.

E2.2.2 Identify authority relationships within different levels of organization:
- Line managers
- Staff positions (if they exist)
- Other employees.

E2.2.3 Explain these relationships.

CRITERION-REFERENCED MEASURE

C2.2 Identify and explain authority relationships shown on an organizational chart. Explanations must contain factors listed on instructor-provided checksheet.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss with students what is meant by top, middle, and first-level management (E2.2.1-E2.2.3).

2. Discuss how job descriptions assist in establishing authority relationships. Then have students bring in samples of job descriptions from their jobs or family members' jobs and discuss them with the class (E2.2.1-E2.2.3).

3. Give students a list of activities and decisions. Have students decide whether these decisions would be make by top, middle, or first-level management (E2.2.2).

4. Discuss advantages and disadvantages of centralized versus decentralized authority for various case studies (E2.2.1-E2.2.3).

5. Analyze the authority of a teacher in class. Discuss the teacher's right to command as well as his/her personal influence (E2.2.1-E2.2.3).

SELECTED TOOLS AND MATERIALS

Instructor-prepared list of activities and decisions
Instructor-prepared organizational chart
Instructor-prepared checksheet containing factors determining authority relationships

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Creative Supervision. Gillespie.
Introduction to Business Organization and Management. Lerner.
Introduction to Management Practice. Burke and Bittel.
Supervision: Concepts and Practices of Management. 2nd edition, Haimann Hilgert.

Application

DUTY AREA

2. DEVELOPING ORGANIZATIONAL SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

2.3 Explain effects of various management tools

COURSE

Office Supervision and Management (6430)

2.3

PERFORMANCE OBJECTIVE

P2.3 Given details of office situations, explain effects of span of supervision, delegation of authority, division of work, and unity of command on office management. Statements must conform to instructor-prepared guidelines.

SELECTED ENABLING OBJECTIVES

E2.3.1 Define span of supervision:
- Supervisory ability
- Availability of staff assistance
- Employee ability
- Activities performed
- Performance standards
- Time limitations.

E2.3.2 Define delegation of authority:
- Assignment of duties
- Granting of authority to subordinates
- Creating responsibility.

E2.3.3 Define division of work:
- Fair work loads
- Training of all employees.

E2.3.4 Define unity of command:
- Orders issued from immediate supervisor only
- Reporting to one supervisor only.

E2.3.5 List ways these management tools relate to effectiveness of office management.

CRITERION-REFERENCED MEASURE

C2.3 Explain ways span of supervision, delegation of authority, division of work, and unity of command relate to effectiveness of office management in given situations. Statements must conform to instructor-prepared guidelines.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss with students differences between a "tall" organizational structure and a "flat" organizational structure (E2.3.1-E2.3.4).

2. Use transparencies to illustrate organization charts and discuss with students whether they are "tall" or "flat" structures (span of supervision) (E2.3.1).

3. Have students examine a prepared organization chart and determine problems of unity of command, span of supervision, etc. (E2.3.1-E2.3.5).

4. Have students discuss the difference between delegating work and giving up all responsibility for the work (E2.3.2).

5. List on the chalkboard how span of supervision and delegating authority can affect an organization's efficiency (E2.3.5).

6. Show film, Delegate: Don't Abdicate, and discuss content with students (E2.3.1-E2.3.5).

SELECTED TOOLS AND MATERIALS

Instructor-prepared organization chart
Instructor-prepared guidelines on management tools

SELECTED AUDIOVISUAL MATERIALS

Transparencies illustrating organization charts
Film: Delegate: Don't Abdicate. National Education Media, Inc.

SELECTED REFERENCES

Creative Supervision. Gillespie.
Introduction to Business Organization and Management. Lerner.
Supervision: Concepts and Practices of Management. 2nd edition, Haimann and Hilgert.

DUTY AREA

3. DEVELOPING STAFFING SKILLS

TASKS/COMPETENCIES

3.1 Develop a plan for identifying future staffing needs of an office

3.2 Select the most qualified candidate for a specified position

3.3 Select appropriate employee training programs

3.4 Evaluate employee performance relative to performance objectives

Application

DUTY AREA :

3. DEVELOPING STAFFING NEEDS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

3.1 Develop a plan for identifying future staffing needs of an office

COURSE

Office Supervision and Management (6430)

3.1

PERFORMANCE OBJECTIVE

P3.1 Given appropriate source material, develop a plan for identifying future staffing needs of an office. Plan must contain factors on instructor-prepared checklist.

SELECTED ENABLING OBJECTIVES

E3.1.1 Become familiar with current staffing patterns in various offices:
- Review the jobs and functions that now exist.
- Determine the number of positions needed and how they will interact to achieve office goals.

E3.1.2 Determine future changes in the offices, such as increased or decreased productivity or economic considerations, that would require an increase or reduction in staffing.

E3.1.3 Develop new job descriptions for anticipated personnel if an increase in staffing is indicated for an office.

E3.1.4 Develop a plan which combines job positions or functions if a decrease in staffing is indicated for an office.

CRITERION-REFERENCED MEASURE

C3.1 Develop a plan for identifying the future staffing needs of an office which contains factors on instructor-prepared checklist.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Review with students a human resources planning chart and discuss implications for staffing an office (E3.1.1, E3.1.2).

2. Discuss with students some factors that would influence future staffing needs and write them on the chalkboard (E3.1.1, E3.1.2).

3. Distribute case studies and have students determine what changes in staffing would occur in the various situations. Discuss the solutions in class (E3.1.1, E3.1.2).

SELECTED TOOLS AND MATERIALS

Case studies
Instructor-prepared checklist on staffing needs

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Introduction to Management Practice. Burke and Bittel.
Supervision: Concepts and Practices of Management. 2nd edition, Haimann and Hilgert.

Application

DUTY AREA

3. DEVELOPING STAFFING SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

3.2 Select the most qualified candidate for a specified position

COURSE

Office Supervision and Management (6430)

3.2

PERFORMANCE OBJECTIVE

P3.2 Given three completed applications and information about a specific available office position, select the most qualified candidate for the position. Selection must conform to instructor-prepared guidelines.

SELECTED ENABLING OBJECTIVES

E3.2.1 Analyze job to be filled:
- Description of duties
- Specifications for employee needed.

E3.2.2 Study qualifications of applicants:
- Education
- Previous employment experience
- References
- Results of testing (if any tests given)
- General appearance and conduct.

E3.2.3 Match applicants' qualifications to job specifications.

E3.2.4 Choose applicant whose qualifications are most closely matched with job needs.

CRITERION-REFERENCED MEASURE

C3.2 Select the most qualified candidate from three applications for a specified office position, according to instructor-prepared guidelines.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show The Interview Film, You in Public Service: Interviewing Skills, or Fifty-One Percent, and discuss content with students (E3.2.1-E3.2.4).
2. Have a guest speaker, such as a personnel manager or business school representative, discuss interviewing (E3.2.1-E3.2.4).
3. Discuss with students illegal questions that may be asked in an interview and how to handle such questions (E3.2.1, E3.2.2).
4. Have students role play an interview with other students in class (E3.2.1-E3.2.4).
5. Have students debate the pros and cons of promoting from within versus hiring from the outside (E3.2.1, E3.2.2).
6. Distribute case studies that include office positions available and prospective applicants. Have students determine the applicant that is best suited for each position. Discuss the answers in class (E3.2.1-E3.2.4).

SELECTED TOOLS AND MATERIALS

Case studies
Instructor-prepared guidelines on applicant selection

SELECTED AUDIOVISUAL MATERIALS

Film: Fifty-One Percent. Concept Media.
Film: The Interview Film (#55810). Audiovisual Services, Virginia Department of Education.
Film: You in Public Service: Interviewing Skills (#04913). Audiovisual Services.

SELECTED REFERENCES

Administrative Management:
"The Delicate Art of Checking References," August, 1979.
"Liberal Arts Majors - An Often Overlooked Management Source," December, 1981.
"A Manager's Guide to Picking Managers," October, 1975.
"What Mortgage Rates are Doing to Executive Mobility," February, 1982.
Creative Supervision. Gillespie.
"How to Spot the Hotshots." Business Week, October 8, 1979.
Staffing Your Store. SBA Management Aid No. 5.007.
Supervision: Concepts and Practices of Management. 2nd edition, Haimann and Hilgert.
"When Women Take Over as Bosses." U.S. News and World Report, March 22, 1982.

Application

DUTY AREA

3. DEVELOPING STAFFING SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

3.3 Select appropriate employee training programs

COURSE

Office Supervision and Management (6430)

3.3

PERFORMANCE OBJECTIVE

P3.3 Given two case situations involving office employees with specific training needs, select appropriate training programs for the employees. Programs selected must contain factors listed on instructor-prepared checksheet.

SELECTED ENABLING OBJECTIVES

E3.3.1 Identify type of training needed:
- Generalized--departmental procedures
- Specific--actual skill development.

E3.3.2 Identify different training programs available:
- On-the-job training
- Technological updating
- Human relations skills
- Basic communication skills.

E3.3.3 Select appropriate programs for employees' needs.

CRITERION-REFERENCED MEASURE

C3.3 Select appropriate training programs for employees with specific training needs in two different situations, according to instructor-prepared checksheet.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the use of a succession chart in determining future training needs of individuals (E3.3.1-E3.3.3).

2. Give students appropriate information and have them develop a training program for an individual (E3.3.1-E3.3.3).

3. Distribute case studies of individuals with training needs and the training programs that were selected for them. Have students determine if the training programs were appropriate and if not, suggest appropriate ones (E3.3.1-E3.3.3).

SELECTED TOOLS AND MATERIALS

Case studies
Instructor-prepared checksheet on training needs and programs

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Checklist for Developing a Training Program. SBA Management Aid No. 5.001.
Creative Supervision. Gillespie.
Introduction to Management Practice. Burke and Bittel.
Supervision: Concepts and Practices of Management. 2nd edition, Haimann and Hilgert.
Supervisory Skills in Marketing. Crawford and Dorr.
"Women Executives: What Holds So Many Back." U.S. News and World Report, February 8, 1982.

Application

DUTY AREA

3. DEVELOPING STAFFING SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

3.4 Evaluate employee's performance relative to performance objectives

COURSE

Office Supervision and Management (6430)

3.4

PERFORMANCE OBJECTIVE

P3.4 Given information about an office employee's performance and performance objectives, evaluate the employee's performance. Evaluation must conform to instructor-prepared guidelines.

SELECTED ENABLING OBJECTIVES

E3.4.1 Define performance objective:
- Must be clearly and concisely stated
- Must have measurable outcome.

E3.4.2 Define criterion reference against which performance is measured.

E3.4.3 Evaluate employee's performance.

CRITERION-REFERENCED MEASURE

C3.4 Evaluate an office employee's performance relative to given performance objectives, according to instructor-prepared guidelines.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss performance objectives and explain when they are used on a job (E3.4.1-E3.4.3).
2. List on chalkboard some appropriate performance objectives for an administrative support worker in a specific office (E3.4.1).
3. Have students collect various evaluation forms from their jobs or family members' jobs and discuss strengths and weaknesses of the evaluation procedures (E3.4.1-E3.4.3).
4. Show students Cooperative Office Education (COE) appraisal form and discuss. Explain and discuss teacher evaluations (E3.4.1-E3.4.3).
5. Distribute case studies that include employees' performances and given performance objectives for the employees. Have students evalaute the employees' performances (E3.4.1-E3.4.3).
6. Show Eye of the Supervisor, Job Evaluation, or The Training Memorandum and discuss content of the film with students (E3.4.1-E3.4.3).

SELECTED TOOLS AND MATERIALS

COE appraisal form
Teacher evaluations
Case studies
Instructor-prepared guidelines on employee evaluation

SELECTED AUDIOVISUAL MATERIALS

Film: Eye of the Supervisor. National Education Media, Inc.
Film: Job Evaluation. CRM/McGraw-Hill Films.
Film: The Training Memorandum. National Education Media, Inc.

SELECTED REFERENCES

Measuring Sales Force Performance. SBA Management Aid No. 4.003.
Supervision: Concepts and Practices of Management. 2nd edition, Haimann and Hilgert.

DUTY AREA

4. DEVELOPING DIRECTING SKILLS

TASKS/COMPETENCIES

4.1 Identify characteristics of an effective leader

4.2 Recommend ways to overcome communication barriers

4.3 Determine techniques for motivating employees

Application

DUTY AREA

4. DEVELOPING DIRECTING SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

4.1 Identify characteristics of an effective leader

COURSE

Office Supervision and Management (6430)

4.1

PERFORMANCE OBJECTIVE

P4.1 Given case studies involving various leadership styles, identify with 100 percent accuracy those characteristics which are effective in a leader in an office situation.

SELECTED ENABLING OBJECTIVES

E4.1.1 Identify characteristics of an effective leader:
- Personal stability
- Good appearance
- Positive attitude toward work
- Interest in and ability to work with peers, subordinates, and superiors
- Willingness to accept the ideas of others
- Ability to plan, organize, and direct.

E4.1.2 Describe why these characteristics make a leader effective within an office.

CRITERION-REFERENCED MEASURE

C4.1 Identify with 100 percent accuracy the characteristics of effective leadership in case studies involving office situations.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Develop a leadership inventory form and have students complete it to see if they have leadership potential (E4.1.1).

2. Have students identify leaders in the school and explain what makes those leaders effective (E4.1.1, E4.1.2).

3. Have students debate formal authority versus personal influence of a leader (E4.1.1, E4.1.2).

4. Distribute case studies in which different leadership roles are assumed. Have students discuss the cases in class and decide whether or not the leadership is effective (E4.1.1, E4.1.2).

SELECTED TOOLS AND MATERIALS

Leadership inventory form
Case studies
Instructor-prepared specifications on report content and format

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

"Be the Supervisor You Have Always Wanted to Have." Today's Secretary, March, 1982.
Creative Supervision. Gillespie.
Introduction to Business Organization and Management. Lerner.
Introduction to Management Practice. Burke and Bittel.
"Life at the Top: What It Takes to Run a Big Business." U.S. News and World Report, June 15, 1981.
Supervision: Concepts and Practices of Management. 2nd edition, Haimann and Hilgert.
Supervisory Skills in Marketing. Crawford and Dorr.

Application

DUTY AREA

4. DEVELOPING DIRECTING SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

4.2 Recommend ways to overcome communication barriers

COURSE

Office Supervision and Management (6430)

4.2

PERFORMANCE OBJECTIVE

P4.2 Given simulated situations, identify three communication barriers, such as language, status and position, resistance to change, or prejudice, and describe ways the barriers can be overcome. Descriptions must conform to instructor-prepared guidelines.

SELECTED ENABLING OBJECTIVES

E4.2.1 Determine types of communication barriers.

E4.2.2 Describe ways to overcome barriers:
- Feedback
- Effective listening
- Reinforcement of words with action
- Repetition

CRITERION-REFERENCED MEASURE

C4.2 Identify three barriers to communication and describe, according to instructor-prepared guidelines, ways such barriers can be overcome.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Give students situations in which they are to give instructions to other students. Have the remainder of the class observe and then discuss barriers that would make the instructions difficult to carry out (E4.2.1, E4.2.2).
2. Have students interview a supervisor and ask such questions as, "What influences the kind of instructions you give?" and "What communication techniques do you use?" (E4.2.1, E4.2.2).
3. Have students practice communication techniques, such as behavior description, perception check, paraphrases, and description of feelings, on other students and report to the class (E4.2.1, E4.2.2).
4. Have students participate in developing effective telephone communication skills (E4.2.2).
5. Have the students use problem-solving techniques and communication skills to handle an employee grievance (E4.2.1, E4.2.2).
6. Have students plan a general meeting to create enthusiasm for full participation in an activity (E4.2.1, E4.2.2).
7. Have a student read The One Minute Manager and review it for the class (E4.2.1, E4.2.2).

SELECTED TOOLS AND MATERIALS

None identified

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Berwyn Ice Cream Company: A Management Simulation. Dostal.
Creative Supervision. Gillespie.
The Dynamics of Supervision. Parker.
"How to Help Your People Work Together." The Dartnell Corp..
Introduction to Management Practice. Burke and Bittel.
The One Minute Manager. Blanchard and Johnson.
Supervision: Concepts and Practices of Management. 2nd edition, Haimann and Hilgert.
"What a Supervisor Should Know About Improving Customer Relations." The Dartnell Corp.
"What a Supervisor Should Know About Writing Letters, Memos, and Reports." The Dartnell Corp.

Application

DUTY AREA

4. DEVELOPING DIRECTING SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

4.3 Determine techniques for motivating employees

COURSE

Office Supervision and Management (6430)

4.3

PERFORMANCE OBJECTIVE

P4.3 Given case situations for three office employees, determine techniques for motivating these employees based on their individual needs. Techniques must contain factors included on instructor-prepared checklist.

SELECTED ENABLING OBJECTIVES

E4.3.1 Determine individual needs of employees:
- Security needs
- Social needs
- Ego needs
- Self-fulfillment needs.

E4.3.2 Compare different techniques used to motivate employees:
- Quality circles
- Participative management
- Managerial grid
- Management by objectives.

E4.3.3 Determine management technique(s) that would be most effective for various employees.

CRITERION-REFERENCED MEASURE

C4.3 Determine techniques for motivating three office employees, based on their individual needs. Techniques must contain factors included on instructor-prepared checklist.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss several personality types for individuals and have students indicate how they would give instructions to the individuals described (E4.3.1-E4.3.3).
2. Develop a morale survey form and have students interview various individuals to complete the form, then report the survey results to the class (E4.3.1-E4.3.3).
3. Interview workers in class to find out why they work (E4.3.1).
4. From a list of statements people might make about their jobs, have students conclude what motivated those people to work (E4.3.1).
5. Distribute case studies involving highly motivated employees and those who are not highly motivated. Have students determine what needs are/are not being met for each employee and discuss their decisions in class (E4.3.1).
6. Show The Supervisor: Motivating through Insight, or Discipline: A Matter of Judgment and discuss content of film with students (E4.3.1-E4.3.3).
7. Use The Advanced Seminar for Supervisors cassette to simulate in-house training for managers on motivating employees (E4.3.1-E4.3.3).

SELECTED TOOLS AND MATERIALS

Morale survey
Case studies
List of statements about jobs
Instructor-prepared checklist on motivational techniques

SELECTED AUDIOVISUAL MATERIALS

Cassette: The Advanced Seminar for Supervisors. Professional Associates, Inc.
Film: Discipline: A Matter of Judgment. National Education Media, Inc.
Film: The Supervisor: Motivating through Insight. National Education Media, Inc.

SELECTED REFERENCES

Administrative Management:
"Basing Benefits on Employee Performance." November, 1981.
"Flextime: The Way of the Future?" September, 1980.
"Having Problems with Worker Performance? Try an EAP (Employee Assistance Program)." May, 1982.
"How to Keep Morale High (While Cutting Costs)." March, 1981.
"How to Win at Office Politics (and Still be an Effective Manager)." May, 1981.
"People Management: New Direction for the 80's." January, 1981.
Creative Supervision. Gillespie.
Introduction to Management Practice. Burke and Bittel.
Supervision: Concepts and Practices of Management. 2nd edition, Haimann and Hilgert.
Supervisory Skills in Marketing. Crawford and Dorr.

DUTY AREA

5. DEVELOPING CONTROLLING SKILLS

TASKS/COMPETENCIES

5.1 Explain the role of budgets as control devices

5.2 Identify specific factors contributing to the cost of office operations

Application

DUTY AREA

5. DEVELOPING CONTROLLING SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

5.1 Explain the role of budgets as control devices

COURSE

Office Supervision and Management (6430)

5.1

PERFORMANCE OBJECTIVE

P5.1 Given a budget for office operations, describe three ways the budget serves as a control device. Descriptions must contain factors included on instructor-prepared checklist.

SELECTED ENABLING OBJECTIVES

E5.1.1 Identify what is meant by budget.

E5.1.2 Tell ways in which a budget is used as a control device:
- As a plan against which performance of department or company is measured
- As information needed to allow supervisor to bring results into conformity with budget plan
- As a statement of anticipated daily costs
- As a statement--in numerical terms--of future needs and outcomes.

CRITERION-REFERENCED MEASURE

C5.1 Describe three ways an office budget serves as a control device, to be judged according to instructor-prepared checklist.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss with students how budgets are used as control devices. List budget control devices on chalkboard (E5.1.1 E5.1.2).
2. Give students a list of services provided by businesses and have them set standards to be used as guidelines for quality control (E5.1.2).
3. Have students bring in budget samples. Discuss the control devices built into the budgets (E5.1.2).
4. Have students examine the FBLA budget (or the school board budget) for the current year and determine controls it contains (E5.1.2).
5. Have students prepare budgets for personal expenses for one week and report problems with sticking to them (E5.1.1, E5.1.2).
6. Have students study the objectives for a class they are taking and examine controls the teacher uses (E5.1.2).

SELECTED TOOLS AND MATERIALS

List of services provided by businesses
FBLA budget or school board budget
Instructor-prepared checklist of control devices

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

"How to Increase Your Budget (Without Losing Your Cool)." Administrative Management, October, 1981.
Introduction to Business Organization and Management. Lerner.
Introduction to Management Practice. Burke and Bittel.
Supervision: Concepts and Practices of Management. 2nd edition, Haimann and Hilgert.

Application

DUTY AREA

5. DEVELOPING CONTROLLING SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

5.2 Identify specific factors contributing to the cost of office operations

COURSE

Office Supervision and Management (6430)

5.2

PERFORMANCE OBJECTIVE

P5.2 Given details of two office operations such as filing, voice communications, or word processing, identify specific factors contributing to the cost of the two operations. Factors must be among those included on instructor-prepared list.

SELECTED ENABLING OBJECTIVES

E5.2.1 Identify cost factors such as the following:
- Employee wages
- Fringe benefits
- Employee training needs
- Equipment
- Physical facility
- Operation costs for equipment and building
- Supplies

E5.2.2 Determine costs associated with particular office operations.

CRITERION-REFERENCED MEASURE

C5.2 Identify specific factors contributing to the cost of two office operations. Factors must be among those included on instructor-prepared list.

SELECTED INSTRUCTIONAL ACTIVITIES

1. List factors that contribute to the cost of office operations (E5.2.1).
2. Discuss with students new office procedures for saving money and increasing productivity (micrographics, word processing, etc.) (E5.2.1, E5.2.2).
3. Arrange a field trip to see new office technology (E5.2.2).
4. Invite speakers to discuss new technology (E5.2.2).
5. Examine various aspects of records management and indicate how cost effectiveness can be achieved (E5.2.2).
6. Explain cost effectiveness of machine dictation (E5.2.2).
7. Show slide/cassette on Records Management (E5.2.2).

SELECTED TOOLS AND MATERIALS

Instructor-prepared details of office operations
Instructor-prepared list of cost factors

SELECTED AUDIOVISUAL MATERIALS

Slide/cassette: Records Management. Milady Publishing Company.

SELECTED REFERENCES

Administrative Managment:
"Color Your Files for Productivity." May, 1981.
"Dictation Systems: Making Communications Easier Than Ever." August, 1981.
"Dictation Systems: Management Says They Work." August, 1979.
"Executive Terminals: Where They Pay and Where They Don't." January, 1982.
"Facsimile: Getting the Message Across Faster." February, 1981.
"Micrographics in the Office: Its Role Expands." April, 1982.
"Reducing Long Distance Telephone Costs." February, 1981.
"Restaffing, the Safer Way." May, 1981.
How to Dictate. Schrag.
Introduction to Business Organization and Management. Lerner.

DUTY AREA

6. DEVELOPING JOB SEEKING SKILLS

TASKS/COMPETENCIES

6.1 Compare the responsibilities of supervisors of different levels

6.2 Complete a job analysis of an office management/supervisory job

6.3 Compare responsibilities and educational preparation for managers in different fields

6.4 Prepare a resume

6.5 Prepare application forms

6.6 Demonstrate acceptable behavior during a simulated job interview

Application

DUTY AREA

6. DEVELOPING JOB SEEKING SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

6.1 Compare the responsibilities of supervisors of different levels

COURSE

Office Supervision and Management (6430)

6.1

PERFORMANCE OBJECTIVE

P6.1 Given appropriate source material, identify and compare responsibilities of an upper-level manager, middle manager, and first-level supervisor. Responsibilities must include those on instructor-prepared checklist.

SELECTED ENABLING OBJECTIVES

E6.1.1 Identify responsibilities such as the following:
- Financial
- Leadership
- Training
- Planning
- Directing
- Relationships with employees.

E6.1.2 Compare responsibilities of individuals in different job assignments.

CRITERION-REFERENCED MEASURE

C6.1 Identify and compare responsibilities of an upper-level manager, middle manager, and first-level supervisor. Responsibilities must include those on instructor-prepared checklist.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students interview a top executive, middle manager, and first-level supervisor to ascertain differences in their job duties and responsibilities (E6.1.1, E6.1.2).
2. Have students identify these three different management levels in the school (or in the school system) and briefly discuss differences in what individuals do at the three levels (E6.1.1, E6.1.2).
3. Give students a list of decisions to be made and have them identify the level of management that would be responsible for the decision (E6.1.1, E6.1.2).
4. Give students a list of activities in an organization and have them decide the level of management that should be responsible for each activity (E6.1.1, E6.1.2).
5. Show Is a Career in Management for You? and discuss content of film with students (E6.1.1, E6.1.2).
6. Invite speakers at the three different management levels to discuss responsibilities at their respective levels (E6.1.1, E6.1.2).

SELECTED TOOLS AND MATERIALS

List of decisions to be made
List of activities in an organization
Instructor-prepared checklist of management responsibilities

SELECTED AUDIOVISUAL MATERIALS

Is a Career in Management for You? (#35510). Audiovisual Services, Virginia Department of Education.

SELECTED REFERENCES

Essentials of Supervisory Management. Bittel.
Introduction to Business Organization and Management. Lerner.
Introduction to Management Practice. Burke and Bittel.
Management-Minded Supervision. 2nd edition, Boyd.
"Planning a Career in Management." Mongo, Business Education Forum, April, 1982.
Supervision: Concepts and Practices of Management. 2nd edition, Haimann and Hilgert.

Application

DUTY AREA

6. DEVELOPING JOB SEEKING SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

6.2 Complete a job analysis of an office management/supervisory job

COURSE

Office Supervision and Management (6340)

6.2

PERFORMANCE OBJECTIVE

P6.2 Given appropriate source material, write a job analysis of an office management/supervisory job, including tasks performed, skills required, educational preparation, job availability, and advantages/disadvantages. Analysis must conform to instructor-prepared guidelines.

SELECTED ENABLING OBJECTIVES

E6.2.1 Compile information.

E6.2.2 Write a job analysis which includes the following:
- Tasks performed
- Skills required
- Educational preparation
- Where jobs are located
- Advantages/disadvantages
- Career ladders.

CRITERION-REFERENCED MEASURE

C6.2 Write a job analysis of an office management/supervisory job that conforms to instructor-prepared guidelines.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students complete an analysis of their own jobs, if employed, and present to class (E6.2.1, E6.2.2).

2. Have students select an office to visit and interview an individual to analyze his/her position, then report to the class (E6.2.1, E6.2.2).

3. Have students write a job description for a job with which they have had experience (E6.2.1, E6.2.2).

4. Give students a case study in which a whole series of related job activities are described. Have students sort these activities into three distinct, separate jobs and explain how they arrived at their decision (E6.2.1, E6.2.2).

SELECTED TOOLS AND MATERIALS

Case study
Instructor-prepared job analysis guidelines

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Creative Supervision. Gillespie.
Getting a Job. Zedlitz.
Supervision: Concepts and Practices of Management. 2nd edition, Haimann and Hilgert.
The Job You Want: How to Get It. 3rd edition, Blackledge and Blackledge.

Application

DUTY AREA

6. DEVELOPING JOB SEEKING SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

6.3 Compare responsibilities and educational preparation for managers in different fields

COURSE

Office Supervision and Management (6430)

6.3

PERFORMANCE OBJECTIVE

P6.3 Given appropriate resources on such fields as marketing, finance, personnel, and public/nonprofit organizations, compare responsibilities and educational preparation necessary for managers in three of these fields. Comparisons must include factors listed by the instructor.

SELECTED ENABLING OBJECTIVES

E6.3.1 Compile information about each field:
- Educational requirements
- Managerial responsibilities
- Other relevant material.

E6.3.2 List the differences and/or similarities among the three fields.

CRITERION-REFERENCED MEASURE

C6.3 Compare responsibilities and educational preparation for three different fields. Comparisons must include factors listed by instructor.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students select a specific management field and present to the class findings on the educational requirements, duties, and responsibilities of a manager in that field (E6.3.1).

2. Have students interview managers in these fields to ascertain differences (E6.3.1, E6.3.2).

3. Invite speakers from the different fields to class to discuss educational requirements, duties, and responsibilities of managers (E6.3.2).

SELECTED TOOLS AND MATERIALS

Instructor-prepared list of responsibilities and requirements for various career fields

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

None identified

Application

DUTY AREA

6. DEVELOPING JOB SEEKING SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

6.4 Prepare a resumé

COURSE

Office Supervision and Management (6430)

6.4

PERFORMANCE OBJECTIVE

P6.4 Given guidelines on format and content, prepare a personal resume in appropriate format. If typed, any errors must be neatly corrected.

SELECTED ENABLING OBJECTIVES

E6.4.1 Compile information.

E6.4.2 Typewrite in an appropriate format:
- Job or career objective
- Personal data: name, address, telephone number, social security number
- Education: names and addresses of schools attended, degrees or certificates received, dates of attendance and/or graduation
- Job experience: all jobs including summer employment, names and and addresses of employers, dates of employment
- Special interests: volunteer work in church or community, hobbies that relate to work, extracurricular activities
- References: names, addresses, and telephone numbers of at least three people who are not relatives.

E6.4.3 Check work for incorrect spellings and/or typographical errors.

E6.4.4 Neatly correct any errors on typewritten resume.

CRITERION-REFERENCED MEASURE

C6.4 Prepare a personal resume in an appropriate format, with any typing errors neatly corrected.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss the use and importance of a resume in seeking employment (E6.4.1-E6.4.4).
2. Have students design a poster that illustrates types of information included on a resume (E6.4.1, E6.4.2).
3. Use transparencies to illustrate the steps to follow in typewriting a resume and the appropriate wording for information it includes (E6.4.1-E6.4.4).
4. Have student list information about themselves that they can include on their resumes (E6.4.2).
5. Have students evaluate information they have listed as to appropriateness for inclusion on a resume, then organize the information retained as it would appear on a resume (E6.4.2).
6. Have students prepare initial typewritten drafts of the resumes, then evaluate the drafts before preparing final resumes (E6.4.1-E6.4.4).
7. Have each student prepare a resume in final form that the student can use for job-seeking purposes (E6.4.2-E6.4.4).

SELECTED TOOLS AND MATERIALS

Posterboard and art supplies
Instructor-prepared guidelines on resume format and content

SELECTED AUDIOVISUAL MATERIALS

Transparencies illustrating steps to follow in typewriting a resume

SELECTED REFERENCES

Getting a Job. Zedlitz.
"The Appropriate Resume for Today's Business Employment." Business Education Forum, February, 1982.
The Job You Want: How to Get It. 3rd edition, Blackledge and Blackledge.

Application

DUTY AREA

6. DEVELOPING JOB SEEKING SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

6.5 Prepare application forms

COURSE

Office Supervision and Management (6430)

6.5

PERFORMANCE OBJECTIVE

P6.5 Given an application form and appropriate source material, prepare application so applicant is presented favorably. Application must be neat, accurate according to source material given, free of spelling or typographical errors, and all questions must be answered.

SELECTED ENABLING OBJECTIVES

E6.5.1 Write or typewrite application neatly.

E6.5.2 Be careful to follow directions.

E6.5.3 State all qualifications; do not omit any vital information.

E6.5.4 Do not leave blanks; place line on space of any item which is not applicable to show that it has been read.

E6.5.5 Check work for accuracy of information and for any spelling or typographical errors.

E6.5.6 Neatly correct any errors.

CRITERION-REFERENCED MEASURE

C6.5 Prepare application forms so applicant is presented favorably. Application must be complete, accurate, error-free, and neat.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss with students the importance of preparing application forms correctly and neatly (E6.5.1-E6.5.6).

2. List on the chalkboard the information needed on application forms (E6.5.3).

3. Use transparencies to illustate the steps to follow when completing an application form (E6.5.1-E6.5.6).

4. Distribute blank application forms and have students practice typing them or filling them in by hand, using personal information (E6.5.1-E6.5.6).

5. Have students exchange forms and check work, noting any spelling or typographical errors, inaccurate information, or lines that were left blank (E6.5.5).

SELECTED TOOLS AND MATERIALS

Blank application forms

SELECTED AUDIOVISUAL MATERIALS

Transparencies illustrating steps to follow when completing an application form

SELECTED REFERENCES

None identified

Application

DUTY AREA

6. DEVELOPING JOB SEEKING SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

6.6 Demonstrate acceptable behavior during a simulated job interview

COURSE

Office Supervision and Management (6430)

6.6

PERFORMANCE OBJECTIVE

P6.6 Given a simulated job interview situation, demonstrate appropriate performance behavior. An acceptable rating must be received on a checklist designed to evaluate performance.

SELECTED ENABLING OBJECTIVES

E6.6.1 Dress in an appropriate style--conservative and comfortable.

E6.6.2 Practice good hygiene.

E6.6.3 Be punctual.

E6.6.4 Prepare credentials and have them available.

E6.6.5 Smile when greeted, say hello, and shake hands if offered to do so.

E6.6.6 Answer questions thoroughly but do not monopolize conversation.

E6.6.7 Ask questions pertinent to job: working hours, salary, advancement, etc.

E6.6.8 When leaving, thank the interviewer.

CRITERION-REFERENCED MEASURE

C6.6 Demonstrate appropriate performance and behavior during a simulated job interview so that an acceptable rating is received on a checklist designed to evaluate performance.

DEMONSTRATE ACCEPTABLE BEHAVIOR DURING INTERVIEW

CHECKLIST

	YES	NO
1. Dresses appropriately.	_____	_____
2. Practices good hygiene.	_____	_____
3. Is punctual.	_____	_____
4. Has credentials available.	_____	_____
5. Smiles and says hello when greeted.	_____	_____
6. Answers questions thoroughly but does not monopolize conversation.	_____	_____
7. Asks pertinent questions.	_____	_____
8. Thanks interviewer when leaving.	_____	_____

DRAFT

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students prepare a bulletin board of do's and don'ts for personal conduct during an interview (E6.6.1-E6.6.8).

2. Show film titled Interview: Ready or Not. Review film content with students (E6,6,1-E6,6.8).

3. Work with students to prepare a checklist that can be used to evaluate an interviewee's performance during an interview (E6.6.1-E6.6.8).

4. Organize students in small groups and have them role play an interview situation. Have the groups use a checklist to evaluate the interviewee's performance (E6.6.1-E6.6.8).

5. Have appropriate individuals from the business community or from the school administration conduct mock interviews with the students. Ask the interviewers to discuss with the students strengths and weaknesses displayed during the interviews (E6.6.1-E6.6.8).

SELECTED TOOLS AND MATERIALS

Bulletin board and art supplies
Checklist designed to evaluate interview performance

SELECTED AUDIOVISUAL MATERIALS

Interview: Ready or Not (#07312). Audiovisual Services, Virginia Department of Education.

SELECTED REFERENCES

Getting a Job. Zedlitz.
The Job You Want: How to Get It. 3rd edition, Blackledge and Blackledge.

DUTY AREA

7. DEVELOPING PERSONAL EMPLOYABILITY SKILLS

TASKS/COMPETENCIES

7.1 Participate in co-curricular activities of the Future Business Leaders of America

7.2 Follow oral and written instructions in completing assignments

7.3 Demonstrate attitudes of respect and cooperation toward others

7.4 Exhibit traits that demonstrate responsibility

7.5 Organize work efficiently to meet deadlines and for best use of time

7.6 Exhibit persistence and initiative in completing assignments on time

7.7 Maintain regular and prompt attendance

Application

DUTY AREA

7. DEVELOPING PERSONAL EMPLOYABILITY SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

7.1 Participate in co-curricular activities of the Future Business Leaders of America

COURSE

Office Supervision and Management (6430)

7.1

PERFORMANCE OBJECTIVE

P7.1 Given student organization information and materials, participate in the co-curricular activities of the Future Business Leaders of America (FBLA). An acceptable rating for this competency must be received on an instructor-prepared checklist.

SELECTED ENABLING OBJECTIVES

E7.1.1 Describe ways FBLA activities are integrated throughout the course.

E7.1.2 Describe benefits of membership in FBLA.

E7.1.3 Participate in the activities of FBLA.

CRITERION-REFERENCED MEASURE

C7.1 Participate in the co-curricular activities of FBLA. An acceptable rating must be received on an instructor-prepared checklist. (Also refer to Task 7.7.)

SELECTED INSTRUCTIONAL ACTIVITIES

1. Have students collect information on FBLA (E7.1.1).
2. Discuss the benefits of participating in FBLA (E7.1.2).
3. Discuss with students the procedures for joining FBLA (E7.1.2).
4. Have students construct a bulletin board illustrating purposes and activities of FBLA (E7.1.2).
5. Invite a guest speaker to come and talk about FBLA and what the organization provides and accomplishes (E7.1.2).
6. Have class as a whole participate in an FBLA activity; for example, have the class serve as the committee in charge of decorations, programs, or some other aspect of an FBLA activity (E7.1.1, E7.1.3).
7. Infuse FBLA instructional activities in subject matter to complement and supplement the program (E7.1.1-E7.1.3).

SELECTED TOOLS AND MATERIALS

Bulletin board and art supplies
Instructor-prepared checklist of FBLA co-curricular activities

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

FBLA Co-Curricular Activities. Division of Vocational Education, Virginia Department of Education.

Guide for Integrating FBLA Into the Classroom. Division of Program Services, Vocational Education, Virginia Department of Education.

Virginia Chapter Future Business Leaders of America Handbook. Division of Program Services, Vocational Education, Virginia Department of Education.

Application

DUTY AREA

7. DEVELOPING PERSONAL EMPLOYABILITY SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

7.2 Follow oral and written instructions in completing assignments

COURSE

Office Supervision and Management (6430)

7.2

PERFORMANCE OBJECTIVE

P7.2 Given four assignments selected at random, two with oral instructions and two with written instructions, complete the assignments according to specific instructions.

SELECTED ENABLING OBJECTIVES

E7.2.1 Listen and record instructions for oral assignments or read all instructions carefully for written assignments.

E7.2.2 Complete assignments according to procedures given in instructions.

CRITERION-REFERENCED MEASURE

C7.2 Complete four randomly selected assignments (two with oral instructions and two with written instructions), following the instructions. (Refer to Task 7.7.)

CAN YOU FOLLOW DIRECTIONS?

Directions: When your instructor tells you, take the timed test below and see how well you can do.

THIS IS A TIMED TEST -- THREE MINUTES ONLY

1. Read everything carefully before doing anything.
2. Put your name in the upper right-hand corner of this paper.
3. Circle the word name in sentence two.
4. Draw five small squares in the upper left-hand corner.
5. Put an **X** in each square.
6. Put a circle around each square.
7. Sign your name under the title of this paper.
8. After the title, write "yes, yes, yes."
9. Put a circle completely around sentence number seven.
10. Put an **X** in the lower left-hand corner of this paper.
11. Draw a triangle around the **X** you just put down.
12. On the back of this paper, multiply 703 by 66.
13. Draw a rectangle around the word corner in sentence four.
14. Loudly call out your first name when you get this far along.
15. If you think you have followed directions carefully to this point, call out "I have."
16. On the reverse side of this paper, add 8950 and 9805.
17. Put a circle around your answer and put a square around the circle.
18. In your normal speaking voice, count from ten to one backwards.
19. Punch three small holes in the top of this paper with your pencil point.
20. If you are the first person to reach this point, loudly call out, "I am the first person to this point, and I am the leader in following directions."
21. Underline all even numbers on the left side of this paper.
22. Put a square around each written-out number on this page.
23. Loudly call out, "I am nearly finished, I have followed directions."
24. Now that you have finished reading everything carefully, do only sentences one and two.

---

*Instructional Materials Services. You're Hired. Austin: Division of Extension, The University of Texas, 1973. Permission to use secured.

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss why it is important to be able to follow written and oral instructions (E7.2.1, E7.2.2).

2. Have students practice giving instructions orally and have the class follow them. Discuss the problems that occur (E7.2.1).

3. Distribute practice sheets and have students practice following written directions. Discuss any problems in following the instructions in class (E7.2.1).

4. Distribute "Can You Follow Directions?" from You're Hired and have students take the three-minute test. See how many students attempt to complete the tasks rather than read all the directions (E7.2.2).

SELECTED TOOLS AND MATERIALS

Instructor-prepared written instructions for assignments

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

You're Hired. Instructional Materials Services.

Application

DUTY AREA

7. DEVELOPING PERSONAL EMPLOYABILITY SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

7.3 Demonstrate attitudes of respect and cooperation toward others

COURSE

Office Supervision and Management (6430)

7.3

PERFORMANCE OBJECTIVE

P7.3 Given ways to show attitudes of respect and cooperation toward others, demonstrate these attitudes while working on a group assignment and being observed during four unannounced periods of observation of two to five minutes each. An acceptable rating must be received on demonstration of respect and cooperation as specified on an instructor-prepared checklist.

SELECTED ENABLING OBJECTIVES

E7.3.1 Explain why respect for and cooperation with others are important in an office setting.

E7.3.2 Identify characteristics of a good group worker:
- Listens to procedures explained by others
- Exhibits courtesy to instructor and peers
- Does not interrupt others
- Accepts chain of command if one exists
- Does not try to dominate others
- Accepts fair share of responsibility
- Accepts criticism positively
- Works enthusiastically.

E7.3.3 Demonstrate these characteristics during group assignments.

CRITERION-REFERENCED MEASURE

C7.3 For four observations, show attitudes of respect and cooperation toward others while working on a group assignment. An acceptable rating must be received on an instructor-prepared checklist. (Also refer to Task 7.7.)

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show film titled Office Practice--Working with Others. Review content of film with students (E7.3.1-E7.3.3).

2. Discuss why it is important to have good relationships with others in an office situation (E7.3.1).

3. Have students role play office situations where problems occur among workers and ask the class to suggest possible solutions (E7.3.1, E7.3.2).

4. Provide various group assignments that require students to work together (E7.3.1-E7.3.3).

5. Have students work in groups to develop checklists for evaluating attitudes of respect and cooperation. Have them use the checklist to evaluate their own behavior (E7.3.1-E7.3.3).

SELECTED TOOLS AND MATERIALS

Office equipment for simulated situations (if needed)
Instructor- or student-prepared checklist to evaluate cooperative attitudes

SELECTED AUDIOVISUAL MATERIALS

Office Practice--Working with Others (#33409). Audiovisual Services, Virginia Department of Education.

SELECTED REFERENCES

Human Relations at Work. 2nd edition. Eggland and Williams.

Application

DUTY AREA

7. DEVELOPING PERSONAL EMPLOYABILITY SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

7.4 Exhibit traits that demonstrate responsibility

COURSE

Office Supervision and Management (6430)

7.4

PERFORMANCE OBJECTIVE

P7.4 Given a list of traits of personal responsibility, demonstrate these traits for an announced rating period. Performance must be rated acceptable according to instructor-prepared checklist.

SELECTED ENABLING OBJECTIVES

E7.4.1 Identify traits that denote responsibility in a work situation, such as productive use of time, promptness, ability to work independently, economical use of supplies, and ability to give and follow directions.

E7.4.2 Explain how these traits can be applied to the classroom situation, for example:

- Bringing necessary supplies to class
- Using supplies wisely
- Beginning work promptly
- Working without disturbing others
- Completing assignments on time and according to directions.

CRITERION-REFERENCED MEASURE

C7.4 Exhibit traits of responsibility for a given rating period, according to instructor-prepared checklist. (Also refer to Task 7.7.)

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show film titled Basic Job Skills--Handling Responsibility. Review content of film with students (E7.4.1, E7.4.2).

2. Discuss the problems irresponsibility can cause co-workers (E7.4.1).

3. List on the chalkboard actions that display willingness to accept responsibility (E7.4.1, E7.4.2).

4. Provide students with various case situations where office workers have failed to accept responsibility. Ask students to identify actions the office workers should have taken to demonstrate responsibility (E7.4.1, E7.4.2).

5. Have students role play simulated office situations that require participants to demonstrate responsibility. Discuss the situations to analyze how responsibility was demonstrated by the participants (E7.4.1, E7.4.2).

SELECTED TOOLS AND MATERIALS

Case situations
Instructor-prepared checklist of traits denoting responsibility

SELECTED AUDIOVISUAL MATERIALS

Basic Job Skills--Handling Responsibility (#15904). Audiovisual Services, Virginia Department of Education.

SELECTED REFERENCES

None identified

Application

DUTY AREA

7. DEVELOPING PERSONAL EMPLOYABILITY SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

7.5 Organize work efficiently to meet deadlines and for best use of time

COURSE

Office Supervision and Management (6430)

7.5

PERFORMANCE OBJECTIVE

P7.5 Given two projects that are to be completed over more than five class periods each, plan and complete the projects so that all interim deadlines are met and so that the projects receive acceptable ratings on instructor-prepared checklist.

SELECTED ENABLING OBJECTIVES

E7.5.1 Select work materials needed.

E7.5.2 Examine tasks to be performed.

E7.5.3 Assign work priorities according to due date, logical progression of tasks, and complexity of work.

E7.5.4 Schedule time to complete the task.

E7.5.5 Replenish materials as needed.

CRITERION-REFERENCED MEASURE

C7.5 Complete two class projects so that all deadlines are met and the projects receive acceptable ratings on an instructor-prepared checklist. (Also refer to Task 7.7.)

SELECTED INSTRUCTIONAL ACTIVITIES

1. Show film titled Your Job--Good Work Habits. Review content of film with students (E7.5.1-E7.5.5).

2. Discuss the importance of effective organizational skills and how work priorities are established (E7.5.2-E7.5.4).

3. Outline factors that influence how time is spent (E7.5.1-E7.5.5).

4. Have students role play office situations in which time is used inefficiently and let class suggest ways that the time might be used efficiently (E7.5.1-E7.5.5).

5. Assign projects that require students to schedule their time. Help them establish realistic schedules for completing the projects (E7.5.1-E7.5.5).

SELECTED TOOLS AND MATERIALS

Office equipment for simulation
Instructor-prepared checklist of project requirements

SELECTED AUDIOVISUAL MATERIALS

Your Job--Good Work Habits (#42209). Audiovisual Services, Virginia Department of Education.

SELECTED REFERENCES

None identified

Application

DUTY AREA

7. DEVELOPING PERSONAL EMPLOYABILITY SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

7.6 Exhibit persistence and initiative in completing assignments on time

COURSE

Office Supervision and Management (6430)

7.6

PERFORMANCE OBJECTIVE

P7.6 Given three randomly selected office management assignments, obtain satisfactory ratings on a checklist designed to identify qualities of persistence and initiative.

SELECTED ENABLING OBJECTIVES

E7.6.1 Define initiative and persistence and state why they are important worker attributes.

E7.6.2 Identify how students can exhibit persistence and initiative, for example:

- By beginning work immediately
- By completing work without delays
- By asking questions when assignment is unclear
- By turning in assignment on date and time specified
- By working independently, with minimum help from others
- By redoing work until accurate.

CRITERION-REFERENCED MEASURE

C7.6 For three randomly selected office management assignments, obtain satisfactory ratings on a checklist that identifies qualities of persistence and initiative. (Also refer to Task 7.7.)

SELECTED INSTRUCTIONAL ACTIVITIES

1. Define the terms initiative and persistence and discuss why they are important in an office situation (E7.6.1).

2. Have students suggest characteristics of a worker who exhibits persistence and initiative (E7.6.1, E7.6.2).

3. Have students role play office situations where employees exhibit or fail to exhibit traits of persistence and initiative. Discuss how supervisors will view the performance of the various employees. (E7.6.1, E7.6.2).

4. Have students develop a checklist for evaluating initiative and persistence in completing work. Have them evaluate their own performance using the checklist (E7.6.1, E7.6.2).

SELECTED TOOLS AND MATERIALS

Office equipment for simulated situations (if needed)
Student- or instructor-prepared checklist for evaluating initiative and persistence

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

Human Relations in Business. Eggland and Williams.

Application

DUTY AREA

7. DEVELOPING PERSONAL EMPLOYABILITY SKILLS

PROGRAM

BUSINESS EDUCATION

TASK / COMPETENCY

7.7 Maintain regular and prompt attendance

COURSE

Office Supervision and Management (6430)

7.7

PERFORMANCE OBJECTIVE

P7.7 Given policies on school and class attendance, develop personal procedures that ensure observance of these regulations. An acceptable rating for promptness and regular class attendance must be achieved according to school policy.

SELECTED ENABLING OBJECTIVES

E7.7.1 Explain the importance of regular and prompt attendance in both the classroom and the office.

E7.7.2 Relate attendance habits to other desirable employability traits such as acceptance of responsibility, cooperation with others, and constructive use of time.

E7.7.3 Identify procedures which can help ensure regular and prompt attendance, for example:
- Planning ahead
- Organizing materials ahead of time
- Allowing necessary travel time.

CRITERION-REFERENCED MEASURE

C7.7 Develop procedures to ensure regular and prompt class attendance according to school and class policies. (Also refer to the checklist on the following page).

PERSONAL EMPLOYABILITY SKILLS

CHECKLIST

Competency	Attitudes and Work Habits	Grading Periods 1	2	3	4
7.1	Participates in FBLA				
7.2	Follows instructions				
7.3	Cooperates with others				
7.4	Accepts responsibility				
7.5	Uses time constructively				
7.6	Shows initiative and persistence in completing work				
7.7	Attends regularly and is punctual				

RATING SCALE: Displays this attitude and/or work habit

4 - All of the time

3 - Most of the time

2 - Some of the time

1 - Rarely

0 - Not at all

Attendance	Grading Period 1	2	3	4	Totals
Days Absent					
Days Present					
Days Tardy					
Total					

DRAFT

SELECTED INSTRUCTIONAL ACTIVITIES

1. Discuss why promptness and regular attendance are important (E7.7.1).

2. Have students relate personal experiences that involve being late or having poor attendance and discuss the results of these behaviors (E7.7.2).

3. Have students role play situations where employees are late or absent and demonstrate the problems lateness and absenteeism create for employers and other workers (E7.7.2).

4. Have students identify ways to help ensure their promptness and regular attendance (E7.7.3).

SELECTED TOOLS AND MATERIALS

Office equipment for simulated situations (if needed)
Copies of school attendance policies

SELECTED AUDIOVISUAL MATERIALS

None identified

SELECTED REFERENCES

None identified

SECTION 2.

PROGRAMS AND COURSES

The occupational preparation programs in Business Education are job-cluster oriented. The instructional emphasis is placed on meeting the occupational objectives of the individual student. The student may pursue study through available options within any of the following four major programs:

Accounting and Computing Occupations
Business Data Processing Occupations
General Office and Administrative Support Occupations
Secretarial, Word Processing, and Administrative Support Occupations.

Office Supervision and Management may be chosen to meet the requirements for Option 2 of Accounting and Computing; it is an appropriate complementary course for other Business Education programs and program options; and it is an available elective for any secondary student. Included in the first part of this section are descriptions of these programs, listings of program courses and options, and DOT job codes and titles related to the programs.

Included in the second part of this section is a description of the Office Supervision and Management course. The course is approved by the Virginia Department of Education and is based on the task inventory presented in the previous guide section. The "Task/Competency Sequence" lists the tasks of that section in suggested instructional order for the course. The course outline has been cross-referenced with the task inventory sheets to assist the instructor in identifying instructional objectives, materials, criterion standards, and reference materials.

SECONDARY PROGRAMS AND COURSES

PROGRAM TITLE: Accounting and Computing Occupations

DESCRIPTION: Students who complete this program are prepared for entry into general accounting and related occupations. They are introduced to basic accounting theory and operations using both manual and automated processes. They become proficient in performing computations and completing business reports. Students gain a basic knowledge of data processing concepts and are introduced to computer programming. The microcomputer is used as a primary instructional tool.

CIP CODE: 07.0101

SUGGESTED GRADE LEVEL: 8 - 12

APPROVED COURSE	VA COURSE CODE
Business Exploration	6109
Introduction to Business	6110
Typewriting	6151
Accounting	6320
Clerical Accounting I	6340
Clerical Accounting II	6350
Office Supervision and Management	6430
Office Simulation	6440
Business Computer Applications	6612

Program Options:

Option 1:	6109, 6110, 6151, 6320, 6612
Option 2:	6109, 6110, 6151, 6320, 6612, 6440 or 6430
Option 3:	6109, 6110, 6151, 6340, 6350
COE:	6612, 6340, 6350

OCCUPATIONAL LEVEL	DOT CODE	DOT TITLE
Entry:	210.367-010	Account-Information Clerk
	210.382-010	Audit Clerk
	210.382-014	Bookkeeper I
	210.382-018	Bookkeeper II
	211.362-010	Cashier I
	211.362-018	Bank Teller
	214.482-010	Billing-Machine Operator
	215.482-010	Payroll Clerk
	216.382-018	Balance Clerk
	216.482-010	Accounting Clerk
	216.482-014	Adding-Machine Operator
	216.482-022	Calculating-Machine Operator
Advanced:	160.162-010	Tax Accountant
	160.162-014	Auditor
	160.167-010	Accountant
	186.167-022	Credit Card Operations Manager
	210.132-010	Audit Clerks Supervisor

SECONDARY PROGRAMS AND COURSES

PROGRAM TITLE: Business Data Processing Occupations

DESCRIPTION: Students who complete this program are prepared for entry-level occupations in data processing. They learn data processing concepts and principles, the manipulation of equipment for processing business data, programming techniques, and automated business applications.

CIP CODE: 07.0301

SUGGESTED GRADE LEVELS: 8 - 12

APPROVED COURSE	VA COURSE CODE
Business Exploration	6109
Introduction to Business	6110
Typewriting	6151
Accounting	6320
Business Data Processing I	6640
Business Data Processing II	6650

Program Options:

Option 1:	6109, 6110, 6151, 6320, 6640
Option 2:	6109, 6110, 6151, 6320, 6640 (Single-period), 6650
Option 3:	6109, 6110, 6151, 6640, 6650
COE:	6640, 6650

OCCUPATIONAL LEVEL	DOT CODE	DOT TITLE
Entry:	203.582-022	Data Typist
	203.582-026	Data-Coder Operator
	203.582-054	Terminal Operator
	213.362-010	Computer Operator
	213.382-010	Computer-Peripheral Equipment Operator
Advanced:	012.167-066	Systems Analyst
	020.162-014	Business Programmer
	213.132-010	Computer Operations Supervisor

SECONDARY PROGRAMS AND COURSES

PROGRAM TITLE: Secretarial, Word Processing, and Administrative Support Occupations

DESCRIPTION: Students who complete this program are prepared for entry into secretarial, word processing, and administrative support occupations. They learn to process correspondence, prepare business reports, manage administrative details, and handle basic office procedures.

CIP CODE: 07.0601

SUGGESTED GRADE LEVEL: 8 - 12

APPROVED COURSE	VA COURSE CODE
Business Exploration	6109
Introduction to Business	6110
Typewriting	6151
Shorthand	6211
Secretarial Administration I	6250
Secretarial Administration II	6260
Office Simulation	6440
Office Technology I	6620
Office Technology II	6621
Word Processing	6625
Medical Office Procedures	6730
Legal Office Procedures	6735

Program Options:

Option 1:	6109, 6110, 6151, 6250, 6260 or 6730 or 6735
Option 2:	6109, 6110, 6151, 6620, 6625
Option 3:	6109, 6110, 6151, 6620, 6621 or 6440, 6625
Option 4:	6109, 6110, 6151, 6211, 6620, 6621 or 6440, 6625
Option 5:	6109, 6110, 6151, 6211, 6620, 6625
COE:	6250, 6620, 6621, 6625

OCCUPATIONAL LEVEL	DOT CODE	DOT TITLE
Entry:	201.362-010	Legal Secretary (Option 1 only)
	201.362-014	Medical Secretary (Option 1 only)
	201.362-030	Secretary (General)
	202.362-014	Stenographer (Options 1, 4, and 5 only)
	203.362-018	Terminal System Operator
	203.582-034	Magnetic-Tape-Typewriter Operator
	203.582-058	Transcribing-Machine Operator
	219.362-010	Administrative Clerk
Advanced:	169.167-014	Administrative Secretary
	203.137-010	Word Processing Supervisor

SECONDARY PROGRAMS AND COURSES

PROGRAM TITLE: General Office and Administrative Support Occupations

DESCRIPTION: Students who complete this program are prepared for entry into general office and administrative support occupations. Students learn to manage office and administrative details, handle filing and records management, prepare business reports, and operate various office and processing equipment.

CIP CODE: 07.0701

SUGGESTED GRADE LEVEL: 8 - 12

APPROVED COURSE	VA COURSE CODE
Business Exploration	6109
Introduction to Business	6110
Typewriting	6151
Office Specialist I	6159
Office Specialist II	6160
Recordkeeping	6330
Office Simulation	6440
Office Technology I	6620
Office Technology II	6621
Reprographics I	6660
Reprographics II	6670
Office Services I	6740
Office Services II	6741
Office Services III	6742

Program Options:

Option 1:	6109, 6110, 6151, 6620, 6621 or 6440
Option 2:	6109, 6110, 6151, 6330, 6620, 6621 or 6440
Option 3:	6109, 6110, 6151, 6159, 6160
Option 4:	6109, 6110, 6151, 6660, 6670
Option 5:	6109, 6110, 6151, 6740, 6741, 6742
COE:	6620, 6621, 6159, 6160, 6741, 6742

OCCUPATIONAL LEVEL	DOT CODE	DOT TITLE
Entry:	203.362-010	Clerk-Typist
	206.362-010	File Clerk I
	206.367-014	File Clerk II
	207.682-010	Duplicating-Machine Operator I
	207.682-014	Duplicating-Machine Operator II
	207.682-018	Offset-Duplicating-Machine Operator I
	214.382-014	Billing Typist
	235.662-022	Telephone Operator
	237.367-038	Receptionist
	651.682-014	Offset-Duplicating-Machine Operator II
Advanced:	(Master Title)	Clerical Supervisor
	166.267-010	Employment Interviewer
	203.137-014	Typing Section Chief
	209.132-010	Personnel Clerks Supervisor

OFFICE SUPERVISION AND MANAGEMENT (6430)

Description and Sequence

Course Description: Office Supervision and Management is a one-year, single-period course offered on an elective basis for eleventh- or twelfth-grade students. It is supplemental to the occupational preparation offerings and provides skills that can help the student achieve job promotions. A course in the concepts and practices of office management, it is designed to demonstrate that knowledge of management techniques equips an individual to contribute more effectively to the overall goals of an organization. The course focuses on the managerial process and the functions of planning, organizing, staffing, directing, and controlling as they relate to the daily job of an office supervisor. Students are helped to examine career potentials in supervisory and administrative management occupations.

Prerequisites: None

Suggested Grade Level: 11 or 12

Task/Competency Sequence

6.1 Compare the responsibilities of supervisors of different levels
6.2 Complete a job analysis of an office management/supervisory job
6.3 Compare responsibilities and educational preparation for managers in different fields
7.1 Participate in co-curricular activities of the Future Business Leaders of America
7.2 Follow oral and written instructions in completing assignments
7.3 Demonstrate attitudes of respect and cooperation toward others
7.4 Exhibit traits that demonstrate responsibility
7.5 Organize work efficiently to meet deadlines and for best use of time
7.6 Exhibit persistence and initiative in competing assignment on time
7.7 Maintain regular and prompt attendance
1.1 Explain the role of and need for forecasting
1.2 For a given situation, establish specific managment objectives and develop plan for meeting those objectives
1.3 Use problem-solving steps to reach solutions to office managment problems
1.4 Identify the impact of changing office technology on the office worker
2.1 Construct a simple line and staff organization chart
2.2 Explain authority relationships shown on an organizational chart
2.3 Explain effects of various management tools

3.1 Develop a plan for identifying future staffing needs of an office
3.2 Select the most qualified candidate for a specified position
3.3 Select appropriate employee training programs
3.4 Evaluate employee's performance relative to performance objectives
4.1 Identify characteristics of an effective leader
4.2 Recommend ways to overcome communication barriers
4.3 Compare techniques for motivating employees
5.1 Explain the role of budgets as control devices
5.2 Identify specific factors contributing to the cost of office operations
6.4 Prepare a resume
6.5 Prepare application forms
6.6 Demonstrate acceptable behavior during a simulated job interview

OFFICE SUPERVISION AND MANAGEMENT

Outline and Code

Content Outline		Task/Competency Code
I.	Course Orientation	None
II.	Office Supervision and Management Career Exploration	
	A. Supervisory levels--comparison	P6.1
	B. Job analysis	P6.2
	C. Responsibilities and educational preparation	P6.3
III.	Personal Employability Skills	
	A. FBLA co-curricular activities participation	P7.1
	B. Human relations skills	
	1. Direction following abilities	P7.2
	2. Respectful and cooperative attitudes	P7.3
	3. Responsible attitudes and actions	P7.4
	4. Time and work organization	P7.5
	5. Persistence and initiative	P7.6
	6. Regular and prompt attendance	P7.7
IV.	Planning Skills	
	A. Forecasting--role of and need for	P1.1
	B. Goal and objective setting	P1.2
	C. Problem-solving methods	P1.3
	D. Changing office technology--effects	P1.4
V.	Organization Skills	
	A. Organization structure	P2.1
	B. Authority relationships	P2.2
	C. Managment tools	P2.3
VI.	Staffing Skills	
	A. Future staffing needs identification	P3.1
	B. Applicant selection	P3.2
	C. Training programs	P3.3
	D. Employee evaluation	P3.4

Content Outline	Task/Competency Code
VII. Direction Skills	
A. Effective leadership characteristics	P4.1
B. Communication skills	P4.2
C. Motivational skills	P4.3
VIII. Controlling Skills	
A. Budgets	P5.1
B. Costs	P5.2
IX. Job-Seeking Skills	
A. Resumes	P6.4
B. Applications	P6.5
C. Interviews	P6.6

APPENDIX

Instructional resources such as reference books, films, slides, transparencies, and periodicals serve as valuable sources of information for the teacher and curriculum developer. These materials are useful in developing instructional materials and providing instructional activities.

This appendix includes a listing of reference materials that are useful in developing the competency-based instructional course materials for Office Supervision and Management.

I. Textbooks and Accompanying Materials

Apply for the Job. The World of Work. Bloomington Illinois: McKnight Publishing Company.

Blackledge and Blackledge. The Job You Want: How to Get It. 3rd ed. Cincinnati, Ohio: South-Western Publishing Company, 1983.

Bittel. Shenandoah Management Games for Business. New York: McGraw-Hill Book Company, 1977.

Bittel. Essentials of Supervisory Management. New York: McGraw-Hill Book Company, 1981.

Blanchard and Johnson. The One-Minute Manager. New York: William Morrow and Company, 1981.

Boyd. Management-Minded Supervision. 2nd ed. New York: McGraw-Hill Book Company, 1981.

Brown and Warner. Economics of Our Free Enterprise System. New York: Gregg/McGraw-Hill Book Company, 1982.

Burke and Bittel. Introduction to Management Practice. New York: McGraw-Hill Book Company, 1981.

Careers: Exploration and Decision. Belmont, California: Pitman Learning, Inc.

Conover, Berlye, and Gordon. Business Dynamics. Indianapolis, Indiana: Bobbs-Merrill Company, 1982.

Crawford and Dorr. Supervisory Skills in Marketing. New York: McGraw-Hill Book Company, 1978.

Dostal. Berwyn Ice Cream Company: A Management Simulation. Atlanta, Georgia: Houghton-Mifflin Company, 1982.

I. Textbooks and Accompanying Materials (Continued)

Eggland and Williams. Human Relations in Business. Cincinnati, Ohio: South-Western Publishing Company, 1977.

Eggland and Williams. Human Relations at Work. 2nd. ed. Cincinnati, Ohio: South-Western Publishing Company, 1981.

Getting a Job. Belmont, California: Pitman Learning, Inc.

Haiman and Hilgert. Supervision: Concepts and Practices of Managment. 2nd ed. Cincinnati, Ohio: South-Western Publishing Company, 1977.

Kushner and Kelly. How to Find and Apply for a Job. 3rd ed. Cincinnati, Ohio: South-Western Publishing Company, 1980.

Lerner. Introduction to Business Organization and Management. New York: McGraw-Hill Book Company, 1982.

Parker. The Dynamics of Supervision. New York: McGraw-Hill Management Series, McGraw-Hill Book Company, 1981.

Popham, Schrag, and Blockhus. A Teaching-Learning System for Business Education. New York: McGraw-Hill Book Company, 1975.

Schrag. How to Dictate. New York: McGraw-Hill Book Company, 1981.

Zedlitz. Getting a Job. Cincinnati, Ohio: South-Western Publishing Company, 1981.

II. Audiovisual Materials and Computer Software

A. Computer Programs (available from Opportunities for Learning, Inc., 8950 Lurline Avenue, Department A-7, Chatsworth, California 91311)

How to Get and Hold a Job (Apple) or (TRS-80)
The Interview (Apple) or (TRS-80)
Self Concept and Work (Apple) or (TRS-80)

B. Films, Slides, Transparencies, and Cassettes

▶Available from Audiovisual Services, Department of Education, P. O. Box 6Q, Richmond, Virginia 23216. (Order by title and number)

Are You Ready for a Job? #58005
Applying for a Job #85209
Automation--The Next Revolution #39312
Basic Job Skills--Following Instructions #25410
Basic Job Skills--Handling Responsibility #15904
Business--What's It All About? #25210
Career Awareness--The Computer Industries #50406
Career Development--A Plan for All Seasons #74612
Careers--Acquiring Entry Level Skills #11410
Careers in Business and Office Occupations #80512

B. Films, Slides, Transparencies, and Cassettes

▶Available from Audiovisual Services (Continued)

Development of Communication #11904
Get That Job--Line Up Your Interview #68804
Getting a Promotion #03210
How a Career Develops #21709
How Do You Get There? #86512
Interview: Ready or Not #07312
The Interview Film #55810
Is a Career in Management for You? #35510
Job Interview--I Guess I Got the Job #12510
Office Practice--Working With Others #33409
Product Costs--What Is in Them? #57210
Productivity--Key to America's Economic Growth #13412
Profit--You Gotta Be Out of Your Cotton Pickin' Mind #43404
Profits, Capital Equipment, and Economic Growth #11509
Work and You--I Want to Work for Your Company #14304
Work and You Series: Work and You #55710
Work--What's It All About? #81912
Working Worlds--Welcome to the Working World #11110
World of Work #22409
You in Public Service: Interviewing Skills #04913
Your Job--Applying for It #42609
Your Job--Good Work Habits #42209

▶Available from Concept Media, 4930 Campus Drive, Newport Beach, California 92660

Fifty-One Percent

▶Available from CRM/McGraw-Hill Films, 110 Fifteenth Street, Delmar, California 92014.

Job Evaluation

▶Available from Current Affairs, P. O. Box 426, 346 Ethan Allen Hwy., Ridgefield, Connecticut 06877.

How to Write a Resume
Jobs for the 80's: Where the Opportunities Are

▶Available from First for Basic Lifestyles, Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

Advancing on the Job
Careers: Jobs and Education
Finding and Getting a Job
Getting a Job
How a Business Operates

B. Films, Slides, Transparencies, and Cassettes (Continued)

▶Available from Glen Fleck, Inc., 1526 Cloverfield Blvd., Santa Monica, California 90404.

About Computers

▶Available from Guidance Associates, Communication Park, Box 300, Mount Kisco, New York 10549.

Work: Changing Times and Changing Attitudes
You and Your Job Interview

▶Available from Indiana University, Audiovisual Center, Bloomington, Indiana 47405.

For Better or for Worse
Hardware and Software
Speaking the Language

▶Available from Information Resources You Can Use, Chamber of Commerce of the United States, 1615 H Street NW, Washington, D. C. 20062.

Freedom 2000

▶Available from Milady Publishing Company, 3938 White Plains Road, New York, New York 10467.

Electronic Mail
Records Management

▶Available from National Education Media, Inc., 21601 Devonshire Street, Chatsworth, California 91311.

Delegate: Don't Abdicate
Discipline: A Matter of Judgment
Eye of the Supervisor
Increasing Productivity
The Supervisor: Motivating Through Insight
The Time Game: How Managers Use Their Time
The Training Memorandum

▶Available from Professional Training Associates, Inc., 1985 Spruce Hills Drive, Bettendorf, Iowa 52722.

The Advanced Seminar for Supervisors (Cassettes only)

III. Articles, Pamphlets, and Brochures

A. Magazine and Newspaper Articles

▶From Administrative Management

"Basing Benefits on Employee Performance." November, 1981
"Can You Trust Your Hunches?" October, 1981
"Color Your Files for Productivity." May, 1981
"Coping with the 'Work at Home' Force." August, 1981
"The Delicate Art of Checking References." August, 1979
"Dictation Systems: Making Communications Easier Than Ever." August, 1981
"Dictation Systems: Management Says They Work." August, 1979
"Educating the Manager to Use New Office Technology." November, 1981
"Executive Terminals: Where They Pay and Where They Don't." January, 1982
"Facsimile: Getting the Message Across Faster." February, 1981
"Flextime: The Way of the Future." September, 1980
"Getting Back to Basics on Productivity." November, 1981
"Having Problems with Worker Performance? Try an EAP (Employee Assistance Program)." May, 1982
"How to Increase Your Budget (Without Losing Your Cool)." October, 1981
"How to Keep Morale High (While Cutting Costs)." March, 1981.
"How to Win at Office Politics (And Still Be an Effective Manager)." May, 1981
"Liberal Arts Majors--An Often Overlooked Management Source." December, 1981
"A Manager's Guide to Picking Managers." October, 1981
"Micrographics in the Office: Its Role Expands." April, 1982.
"Overcoming Manager's Resistance to New Office Innovations." October, 1931
"People Management: New Direction for the 80's." January, 1981
"Reducing Long-Distance Telephone Costs." February, 1981
"Restaffing, the Safer Way." May, 1981
"A Step by Step Transition to New Office Technology." April, 1982
"The Technology Cafeteria." January, 1983
"Telecommunications: Where It Is and Where It's Going." September, 1980
"What Mortgage Rates Are Doing to Executive Mobility." February, 1982

▶From Business Education Forum

"The Appropriate Resume for Today's Business Employment." February, 1982
"Planning a Career in Management." April, 1982

▶From Business Week

"How to Spot the Hotshots." October 8, 1979

III. Articles, Pamphlets, and Brochures

A. Magazine and Newspaper Articles (Continued)

▶From Fortune

"How the Japanese Manage in the U.S." June 15, 1981

▶From New York Times

"New Trials in Test Marketing." April 11, 1982

▶From Today's Secretary

"Be the Supervisor You Have Always Wanted to Have." March, 1982

▶From Tomorrow's Business Leader

"Productivity." January, 1982

▶From U.S. News and World Report

"How Intuitive Are You?" October, 1981
"Life at the Top: What It Takes to Run a Big Business." June 15, 1981
"When Women Take Over as Bosses." March 22, 1982
"Women Executives: What Holds So Many Back." February 8, 1982

▶From Word Processing

"The Decade Ahead." February 15, 1981

B. Pamphlets and Brochures

▶Available from Career Aids, Inc., 8950 Lurline Avenue, Department K5, Chatsworth, California 91311.

"Basic Skills in Job Application"
"Basic Skills in Filling Out Forms"

▶Available from The Dartnell Corporation, 4660 Ravenswood Avenue, Chicago, Illinois 60640.

"How to Help Your People Work Together"
"What a Supervisor Should Know About Improving Customer Relations"
"What a Supervisor Should Know About Writing Letters, Memos, and Reports"

▶Available from Local Office, Virginia Employment Commission.

"Grooming for Employment"
"Guide to Summer Jobs"
"Merchandising Your Job Talents"
"So You Want That Job"
"What Students Should Know About Interviewing"

III. Articles, Pamphlets, and Brochures

B. Pamphlets and Brochures (Continued)

▶Available from Special Projects Division, Chamber of Commerce of the United States, 1615 H Street, NW, Washington, D. C. 20006

"Getting a Job--It's Your Move"
"Productivity--A Key to America's Future"

▶Available from U.S. Small Business Administration, Washington, D. C.

"Checklist for Developing a Training Program." Management Aids No. 5.001.
"Measuring Sales Force Performance." Management Aids No. 4.003
"Using Census Data in Small Plant Marketing." Management Aids No. 4.002

IV. Curriculum Guides and Workbooks

Behavioral Objectives for Selected Units in Business Education. Hill and Schmidt (eds.). Richmond: Virginia Department of Education, 1975.

Competency-Based Course Outlines for Business and Office Education: Basic Business Offerings. Richmond: Virginia Department of Education, 1981.

Competency-Based Course Outlines for Business and Office Education: Secretarial, Stenographic, Typewriting, and Related Occupations. Richmond: Division of Program Services, Virginia Department of Education, 1979.

FBLA Co-Curricular Activities. Richmond: Division of Vocational Education, Virginia Department of Education, 1976.

Guide for Integrating FBLA into the Classroom. Richmond: Division of Program Services, Virginia Department of Education, 1981.

Program of Studies for Business Education. Richmond: Division of Program Services, Virginia Department of Education, 1982.

Virginia Chapter Future Business Leaders of America Handbook. Richmond: Division of Program Services, Virginia Department of Education, 1979.

You're Hired. Instructional Materials Services. Austin: Extension Division, University of Texas at Austin, 1973.

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